

*Overview***Overview | Theme in Poetry: The Poetry Project***Theme in Poetry: The Poetry Project*

by Jessica O'Gorman, Amanda Cole, and Megan Quirk

Students will read and analyze a number of poems within a theme. They will also write original pieces within the theme, as well.

Grades: 7 8 9

Discipline: ELA

Teaching Task: Task Template 20 (Informational or Explanatory and Analysis)

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*Section 1: What Task?***TEACHING TASK***Task Template 20 — [3 Levels]**Informational & Analysis*

L1: After researching poetry on a specified theme , write a poetry anthology that analyzes poetic devices and theme , providing evidence to clarify your analysis. What conclusion or implications can you draw? A bibliography is not required.

STUDENT BACKGROUND

Students have studied figurative language in their Reading classes. Using their prior knowledge, students will analyze poetry within a given theme.

EXTENSION

Rubric							
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.

Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

STANDARDS

Common Core Anchor Standards — Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

R.CCR.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Custom Standards

Section 2: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: What is Poetry? and Why Does it Matter?

TASK ANALYSIS: What does a well- developed anthology look like?

Reading Process

WHAT IS ANALYSIS?: Students will read a resource identifying the key aspects of poetry analysis on a 5-3-1 handout.

ACTIVE READING: Using Pop Up Poetry students will annotate various poems while considering the elements of poetry analysis identified on their 5-3-1 handout.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTE-TAKING: Students will keep a word web while reading various poems within a chosen theme. The students will record words, phrases, and thoughts associated with their theme discovered in their poems.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: What is Poetry? and Why Does it Matter?

SHORT CONSTRUCTED RESPONSE

What is Poetry? and Why Does it Matter? Journal Entry- Students will free write their response to the the questions focusing on what makes a poem a poem and what the point of poetry is. As a class, students will read "Introduction to Poetry" by Billy Collins. Teacher will instruct the students to analyze the poem without specific guidelines. Students will Think-Pair-Share their responses prior to a whole- class discussion. On the backside of their journal response is a poetry survey. Students will reflect upon their past experiences with poetry and indicate their interest in poetry.

Pacing: 1 class period

Scoring Guide: work meets expectations if:

A complete response is provided.

Teaching Strategies:

- Link this task to earlier class content.
- Discuss student responses.
- Clarify timetable and support plans for the task.

TASK ANALYSIS: What does a well- developed anthology look like?

NOTES

In your own words, what are the important features of a good response to this prompt?

Pacing: 20 minutes

Scoring Guide: work meets expectations if:

None

Teaching Strategies:

- Share examples of type of text students will produce (either from past students or from professional writers).

Reading Process

WHAT IS ANALYSIS?: Students will read a resource identifying the key aspects of poetry analysis on a 5-3-1 handout.

NOTES

Read the article on analyzing poetry, identifying the key aspects of poetry analysis on a 5-3-1 handout.

Pacing: 1 class period

Scoring Guide: work meets expectations if:

- Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).

5-3-1 is filled out accurately

Teaching Strategies:

- Provide access to research sources for students to assess the texts.
- Explain the 5-3-1 outline

ACTIVE READING: Using Pop Up Poetry students will annotate various poems while considering the elements of poetry analysis identified on their 5-3-1 handout.

NOTES

Using Pop Up Poetry students will annotate various poems while considering the elements of poetry analysis identified on their 5-3-1 handout.

Pacing: 2 class periods

Scoring Guide: work meets expectations if:

Poems are annotated

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

SHORT CONSTRUCTED RESPONSE

Define "plagiarism" and list ways to avoid it.

Scoring Guide: work meets expectations if:

- Provides accurate definition
- Lists several appropriate strategies

Teaching Strategies:

- Discuss respect for others' work to assemble evidence and create texts.
 - Discuss academic penalties for stealing others thoughts and words.
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NOTE-TAKING: Students will keep a word web while reading various poems within a chosen theme. The students will record words, phrases, and thoughts associated with their theme discovered in their poems.

NOTES

Students will keep a word web while reading various poems within a chosen theme. The students will record words, phrases, and thoughts associated with their theme discovered in their poems.

Pacing: on-going

Scoring Guide: work meets expectations if:

- Identifies relevant elements.
 - Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).
-

Teaching Strategies:

- Teach a model format for note taking.
-

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

LIST

In a quick write, write about what you know now that you've read about (content).

Scoring Guide: work meets expectations if:

None

Teaching Strategies:

- Discussion-based strategies, such as seminar.
 - Small group discussion using question.
-

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

SHORT CONSTRUCTED RESPONSE

Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition

Scoring Guide: work meets expectations if:

- Writes a concise summary statement or draft opening.
- Provides direct answer to main prompt requirements.
- Establishes a controlling idea.
- Identifies key points that support development of argument.

Teaching Strategies:

- Offer several examples of opening paragraphs.
- Ask class to discuss what makes them strong or weak.
- Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.

Scoring Guide: work meets expectations if:

- Creates an outline or organizer.
- Supports controlling idea. Uses evidence from texts read earlier.

Teaching Strategies:

- Provide and teach one or more examples of outlines or organizers.
- Invite students to generate questions in pairs about how the format works, and then take and answer questions.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

Scoring Guide: work meets expectations if:

- Provides complete draft with all parts.
 - Supports the opening in the later sections with evidence and citations.
-

Teaching Strategies:

- Encourage students to re-read prompt partway through writing, to check that they are on track.
-

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE

Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Scoring Guide: work meets expectations if:

- Provides complete draft with all parts.
 - Supports the opening in the later sections with evidence and citations.
 - Improves earlier edition.
-

Teaching Strategies:

- Sample useful feedback that balances support for strengths and clarity about weaknesses.
 - Assign students to provide each other with feedback on those issues.
-

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Scoring Guide: work meets expectations if:

- Provides draft free from distracting surface errors.
 - Uses format that supports purpose.
-

Teaching Strategies:

- Briefly review selected skills that many students need to improve.
 - Teach a short list of proofreading marks.
 - Assign students to proofread each other's texts a second time.
-

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your piece

Scoring Guide: work meets expectations if:

- Fits the "Meets Expectations" category in the rubric for the teaching task.
-

Resources

Uploaded Files

 [analyzing poetry.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/14067/745616720_Jan_10_2013_105948748.pdf)

Analyzing Poetry

 [sports poetry.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/14067/2096600896_Mar_04_2013_144218690.doc)

Sports Poems

 [Nature Poems.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/14067/221036328_Mar_04_2013_144835911.pdf)

Sports Poems

 [Family Poetry.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/14067/1313406266_Mar_04_2013_145142283.doc)

Family Poems

 [Friendship Poems.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/14067/1280608693_Mar_04_2013_145223139.pdf)

Friendship Poems

 [What is Poetry and Why Does it Matter.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/14067/335708363_Mar_05_2013_131554466.doc)

What is poetry and why does it matter?

 [New Concepts about Poetry Analysis.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/14067/2013989751_Mar_05_2013_131627179.doc)

New Concepts in Poetry Analysis

Keywords

*Links**

* These Lexile measures were computed automatically and did not undergo human review.
They are not certified measures and should not be published or recorded in any way.

Other Resources

Section 4: What Results?

Classroom Assessment Rubric

Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Attempts to present information relevant to prompt.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identify a relevant gap or unanswered question.
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.
Meets Expectations	
Focus	Addresses prompt with a focused response.
Reading/Research	Presents and applies relevant information with general accuracy.
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
Organization	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files

Comments

Author Notes

Other Comments